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ABSTRACT

This report describes a project to improve achievement among 24 grade 11 basic U.S. history students in a growing, middle class, suburban community in northern Illinois. Students are assigned to basic classes due to reading test scores. Analysis of probable cause data revealed that students entered the course with poor attitudes toward school, poor self images, and lack of motivation. Differences in instructors in the classes contributed to a variety of expectations and teaching styles. Solution strategies for intervention occurred in the areas of cooperative learning lessons designed to improve academic achievement and specific strategies developed to improve classroom climate. Both solutions were related to curriculum development or changes in teaching practice. Nineteen appendices include tests, surveys, unit outlines, and activities. (EH)

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IMPROVING ACADEMIC ACHIEVEMENT OF ELEVENTH GRADE BASIC U.S. HISTORY STUDENTS THROUGH THE USE OF COOPERATIVE LEARNING

DOUGLAS R. ELLETT, B.A.

AN ACTION RESEARCH PROJECT SUBMITTED TO THE GRADUATE FACULTY OF THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF TEACHING AND LEADERSHIP

SAINT XAVIER UNIVERSITY-IRI
FIELD BASED MASTERS PROGRAM
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Abstract

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DATE: September 1993

TITLE: Improving Academic Achievement of Eleventh Grade Basic U.S. History Students Through the Use of Cooperative Learning.

ABSTRACT: This report describes a project for improving achievement of eleventh grade Basic U.S. History students, in a growing, middle class, suburban community in northern Illinois. The problem was noted by a teacher of this course, who found the students to have low grade point averages, low test scores and low achievement in the course. Investigation of past students class records and incoming students' grade point averages confirmed the problem and described its extent.

Analysis of probable cause data revealed that students entered the course with poor attitudes toward school, poor self images and lack of motivation. In addition, the fact that different instructors taught the course each year in many cases led to a lack of teacher ownership. This lack of ownership likely resulted in instruction which failed to engage and motivate the students.

Solution strategies suggested by knowledgeable others combined with an analysis of the problem setting, resulted in the selection of two major categories of intervention: Cooperative Learning lessons designed to improve academic achievement; specific strategies designed to improve classroom climate. Both solutions were related to curriculum development or changes in teaching practice.

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Chapter 1

PROBLEM STATEMENT AND COMMUNITY BACKGROUND

General Statement of Problem

The eleventh grade Basic United States History classes at Larkin High School have exhibited low levels of achievement as evidenced by past students' grades in the class, low scores on teacher made tests and overall low grade point averages.

Immediate Problem Context

Larkin High School is part of Unit School District 46. This district covers over 90 square miles encompassing Kane, Cook, and DuPage counties. The total population of the communities in U46 is 125,000. As the second largest district in Illinois, the district serves over 28,000 students. There are three high schools in the district: Elgin, Streamwood and Larkin. These three schools have a student population of 7,200. Future growth is estimated at about 400 new students per year throughout the district.

The district attendance rate is 95 percent. Student mobility rate is about 26 percent, and 241 students are classified as chronic truants. The district's limited - English proficiency rate is three times that of the state at 15 percent. The percentage of district students classified as low income is 20 percent. The ethnic background of the district is as follows: 69 percent White, 7 percent Black, 18 percent Hispanic and 6 percent Asian/Pacific Islander. (School Report Card, 1992)

The district employs 1,608 teachers. The average years of teaching experience is 15. Master degrees have been earned by 55 percent of the district's teachers. The pupil/teacher ratio is 18 : 1 and the pupil/administrator ratio is 229 : 1. The ethnic makeup of the district's teaching staff is as follows:

91 percent White, 3 percent Black, 5 percent Hispanic, and 1 percent Asian. The gender distribution of teachers is 25 percent male and 75 percent female. (School Report Card, 1992)

The operating expenditure per pupil (90-91) is $4,719. The average district class size is 19. In 1990-91 the district's graduation rate was 86 percent and in 1991-92; 83 percent. On a district wide basis approximately 60 percent of the graduating seniors intended on pursuing some kind of education beyond high school. (School Report Card, 1992)

The economic outlook for the district is negative. Overcrowding exists in all three high schools and retrofitting work needs to be done throughout the district. Recently, a number of teacher and administrator positions have been cut. A referendum is being considered to build a fourth high school and to retrofit the existing three.

Strained labor relations exist between the teachers and the district. The district has experienced eight strikes in the past twenty years. Two of these strikes have taken place within the last four years. The longest and most bitter strike was prior to the start of the 1991-92 school year. This twenty-one day strike harvested many negative feelings throughout the community.

Larkin High School is the second largest of the three high schools. It is located on a 43 acre campus on the west side of Elgin, Illinois. It is the oldest high school building in the district, opening in 1962. Of the teachers at Larkin 80 percent have ten or more years in education and 70 percent of Larkin's teachers have a Masters degree. Teachers have been almost exclusively assigned teaching positions in their major areas of undergraduate study or graduate preparation. Larkin employs 2 full time social workers, 8 guidance personnel and 147 teachers. There is not a full time school nurse in the

building.

The total enrollment at Larkin is 2,185. The ethnic background of Larkin students is as follows: 77 percent White, 8 percent Black, 12 percent Hispanic, and 3 percent Asian. Approximately 10 percent of Larkin's students are low income and 6 percent are of limited-English proficiency. This building has a mobility rate of 24 percent. Larkin's attendance rate is 93 percent and there are 6 students classified as chronically truant. For the two years, 1990-1991 and 1991-92, the graduation rate was 84 percent. The student's average ACT score is 21.4.

The school is comprised of ten departments and each of these is led by a department head, who evaluated, budgets and schedules for their department. The Social Studies department employs 13 teachers. This department offers ten different classes, seven of which are electives, and three of which are required. Each teacher is responsible for teaching five classes each semester and is assigned a school supervision one semester per year. Students are required to pass one full year of United States History and one semester of both Civics and Economics.

Teacher experience plays a major role in the Social Studies Department. First, classrooms are given to teachers with the most experience. Since the department has only nine rooms, four teachers must travel from room to room throughout the day. Teaching experience also accounts for what classes a teacher will teach. The most experienced teacher may opt to teach the same class all day long; leaving the less experienced teacher with a "hodgepodge" of classes to prepare for.

Tracking is only used in required subjects in the Social Studies Department. Students are either tracked in Honors, Regular or Basic History. However, no

Basic class is offered for Civics or Economics. Larkin's teachers have tried to have Basic sections offered in Civics and Economics but the Curriculum Council will not approve this. Although students are to meet set standards to be placed in Honors classes, if a parent requests Honors for their son/daughter the student is placed in that class. In order to be placed in a Basic United States History class a student must read below a seventh grade level and rank in the bottom 10 percent of his class academically. As a result most of these students are at risk. Parents may opt to have a student removed from this class, but the student must meet the academic requirements to be placed in the class. The Basic History class also has the distinction of being the only class that is rotated every year. It is rotated only between the teachers of United States History; meaning a teacher must teach this class once every five years. According to an elder statesman of the department this is done so that teachers will not "go crazy." Since the class is so frequently exchanged no standard department curriculum exists.

The physical setting of the department is similar to that of the school. The average class contains twenty-nine students. Generally the classrooms are in need of repair. Many of the classes are divided by movable curtains that have not been replaced in over thirty years. Consequently, holes, dents and graffiti cover the curtains. The department continues to try to equip itself with audio-visual equipment and has a goal of having a VCR and television in each room by 1995. Department money has also been allocated for buying up-to-date video tapes to enhance instruction.

The Surrounding Community

The city of Elgin had a 1990 census population of 77,010. Of this number 54,209 were White, 5,456 were Black, 14,576 were Hispanic, and 2,543 were

Asian. Of these groups the Hispanic population increased the greatest amount (8 percent) while the white population decreased about 11 percent. Overall population increased significantly in the past several years. This growth is expected to continue into the foreseeable future due to Elgin's accessibility and land availability. Elgin's projected population by the year 2010 is almost 100,000. Much of the growth is due to the relative low cost of housing in Elgin. Overall Elgin residents experience a lower cost of living than suburbs to the east, while still having easy access to the amenities of the Chicagoland area. (School Report Card, 1992)

Elgin's unemployment figures from 1986 to 1990 show that the area has fared better than the state on average. The 1990 figure of 5.9 percent is less than the state average of 6.2 percent. Elgin's economic base is chiefly light manufacturing and has recently been expanded by the addition of Panasonic. According to 1987 figures, the per capita income of Elgin is 12,060 dollars.

Elgin is also home to the Hemmens Auditorium, which offers a wide variety of cultural events. Educationally, Elgin Community College enrolls approximately 20,000 students per year. The college is a vital part of the community and adds to the quality of life through arts, recreation and support of community problem solving. The college offers Adult Basic Education to help individuals finish high school or to learn English as a second language.

Elgin's park system, of 1,377 acres, offers its residents recreation and outdoor space. Besides a new softball complex Elgin has a 9 and 18 hole golf courses, a zoo and public museums.

Regional and National Context of Problem

Nationally, student outcomes on tests in United States history has demonstrated that a problem exists. Most of the nations' students can recite

basic facts about United States history, but few understand the subject's underlying principles (Nation's School Report 1990). Most demonstrate some gaps in understanding. Fewer than half of the students tested were familiar with the Constitution or Bill of Rights (National Assessment of Education Progress 1988).

For the purpose of this paper at-risk students will be defined as those students demonstrating low achievement in high school and low levels of motivation. Along these lines, research shows that learning for at-risk students is of vital importance. According to Jones and Pierce, "The United States is tottering on the edge of competitiveness among many nations that challenge our political and economic leadership in the world. Our inability to educate the nation's poor is a threat not only to our democracy but also to our future prosperity" (1992, p. 70). Other researchers point out that this growing underclass presents problems for society as a whole. "If nothing is done, it is entirely possible that we may not be able to produce enough skilled adults to support the Army, to conduct medical research, to run complex technological systems, or to sustain many of the basic functions of a vigorous and flourishing economy." (The Report of the Commission on the Skills of the American Workforce, 1990, p. 4)

Pellecano (1987) writes that at risk students, already alienated and poor, enter the workplace and fall into America's social and economic underclass. Furthermore Pelleçano notes that these people place society at risk of "becoming a Third World inhabited by individuals who are dependent, underdeveloped, uncompetitive and unreactive to market forces." (Pellecano, 1987, p. 48)

Source after source mentions the future problems the United States will face

if at-risk students continue to be undereducated. Wehlage, Rutter and Turnbaugh (1987) write that at-risk students face problems getting jobs and will face life long problems of unemployment and welfare dependency. "The greatest challenge facing schools is how to provide educational experiences positive enough to change the lives of these youths. The most important issue facing educators is that of developing a concept of schooling that will be attractive enough to hold the students, but effective enough to promote their learning and development." (Wehlage, Rutter & Turnbaugh, 1987, p. 70)

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Background

As pointed out in Chapter One at-risk students' education is a major issue facing the nation today. This problem, if not addressed, may cause major problems for the United States as a whole (Pierce & Jones, 1991).

To address this issue on a local level, School District U-46 and the three high school Social Studies departments have created Basic classes in United States History. The Basic classes were created with the belief that students with lower reading levels would have a better chance of success in an alternative setting compared with the normal classroom. The school district provided different text materials aimed at these students with lower reading ability. In order for students to be placed in a Basic U.S. History class, they must have a reading level of below seventh grade.

Problem Evidence

Three sources of information were gathered to understand the problem of low achievement in the eleventh grade Basic U.S. History classes. The first data examined was the grade point averages of incoming students for the school year 1993-1994 (Appendix A).

Table 1

The Grade Point Averages in Numbers of Students in Each Category

Second Hour U.S. History Class

September 1993

0 - .5	.51 - 1.0	1.01 - 1.5	1.51 - 2.0	2.01 - 5.0
3	5	8	8	0

N = 24

Table 1 represents the grade point averages of the twenty - four students enrolled in Basic U. S. History. Grade point averages are based on a five point scale with an A equaling five points; a B equaling four points; a C equaling three points; a D equaling two points and an E equaling one point. The data collected indicates that only eight of the twenty-four enrolled students have completed prior school work with a grade point average of a D or passing. Moreover about sixty-seven percent of the class has a grade point average of failing in high school work done prior to the eleventh grade.

The second data collected to examine achievement was prior students grades in Basic U.S. History.

Table 2

The Number of Students in Each Grade Category

in Basic U.S. History for School Years

1991 - 1992, 1992 - 1993

Year	A	B	C	D	E	Total in Classes
1991-1992	0	3	8	18	12	41
1992-1993	0	5	9	15	13	42

Table 2 presents data of the number of students and their particular letter grades in U.S. History for the prior two school years. This data indicates that in 1991 - 1992 roughly twenty - six percent received grades higher than a D. Consequently, seventy - four percent earned a D or failed the class. Furthermore, only seven percent received a grade of B, while twenty - nine percent failed. This trend continued as the data shows for the school year 1992 -1993. Roughly, thirty - three percent received grades higher than a C; sixty-seven percent earned either a D or failed.

Lastly, data was collected on student performance on teacher made tests for the school years 1991 - 1992 and 1992 - 1993.

Table 3

The Number of Students in Each Grade Category on Final Exams for the School Years 1991-1992, 1992-1993

Year	A	B	C	D	E	Total in Classes
1991-1992	0	1	7	17	16	41
1992-1993	0	2	8	14	18	42

Table 3 presents data collected on the number of students receiving particular grades on final exams for the school years 1991 - 1992, 1992 - 1993. These exams were teacher - made and teacher administered. These scores indicate that roughly twenty percent of those tested in 1991 - 1992 earned a grade of C or higher, with zero earning an A and one earning a B. Roughly eighty percent earned a D or failed the final exam.

In 1992 - 1993 the results were similar as twenty - four percent earned a grade of C or higher with zero earning an A. Seventy - six percent earned either a D or a failing grade for the semester.

A summary of the data for each of the categories collectedindicated a need for improvement of academic progress. This data supported the teachers belief that low achievement existed in the eleventh grade Basic U.S. History classes.

Probable Causes of Problem

Data to indicate probable cause factors were gathered from four sources within the setting. First, an attitude survey was given on the first day of class. (Appendix B) The intent of the survey was to determine the students' attitude

toward school, homework, reading, and the importance that they placed in . school and their futures. Table 4 and 5 details the results of these questions.

Table 4

Frequency of Response to Attitude Survey by Category

For Eleventh Grade Basic U.S. History 1993-1994

	A	B	C
Question 1	2	6	16
Question 2	2	8	14
Question 3	2	7	15

N = 24

A - Like it

B - It's O.K.

C - Dislike it

Table 5

Frequency of Student Response to Attitude Survey

Question Number 4 Eleventh Grade

Basic U.S. History 1993-1994

	A	B	C
Question 4	4	8	12

A - valuable
B - somewhat valuable
C - not at all valuable

N = 24

Student response to the attitude survey indicated that in general many of the students had a negative attitude toward school. The response to question one indicates that about sixty-seven percent of the students disliked U.S. History, while only eight percent liked it. Along the same lines in question two and three the student responses show that over fifty-eight percent dislike homework and reading. Furthermore, question four's responses show that fifty-eight percent of those surveyed felt that information learned in school was not at all valuable.

A second factor reviewed as a probable cause was the students self-esteem. A survey (Appendix C) was given to the students to determine their feeling toward school, feelings about their own competence as students, peer relationships, and goals. Table 6 details the findings of this survey.

Table 6

Number of Students in Each Category of Self-Esteem

For Eleventh Grade Basic U.S. History 1993-1994

5 - 9 (Very Low)	10-14 (Low)	15-19(Avg.)	20-25(Good +)
10	7	5	2

N = 24

Information for table 6 was compiled when students were asked to rank statements on a scale of one to five, with five being the highest and one being the lowest (Appendix C). Each student's questionnaire was totaled and from this a scale was created to determine the student's overall self-esteem. The scale is as follows: 5-9 very low, 10-14 low, 15-19 average, and 20-25 good +. The data demonstrated that roughly seventy percent of the students entered this course with either low or very low self-esteem. From this data one could assume that these student's low self-esteem may have helped to contribute to their low academic achievement.

A third source of the probable cause dealt with student motivation. This data was collected through teacher observation of the students and through informal interviews with students. These interviews demonstrated that many students lacked motivation in school. The following statements are samples taken from these interviews that indicate their motivation: "school does not teach you things for the real world," "school is stupid," "all you do at school is listen to

teachers talk," "I'd rather be working, making good use of my time because they don't pay you to go to school," and "school is boring, I'd rather stay home and sleep."

A fourth area examined for probable cause centered around the selection of instructors for Basic U.S. History. In examining prior school year teaching assignments it was discovered that a different instructor had taught the Basic U.S. History class for the past fifteen years. The Social Studies department members commented that this method of teaching this class for only one year, and then rotating, was implemented for the teachers' benefit. Course rotation was beneficial to teachers because they believed the students' negative attitude was too depressing to teach for more than one year. In discussions with department members it also was apparent that the majority of the instructors disliked teaching this particular class. Furthermore, instructors interviewed expressed an attitude of extreme relief once their year of teaching the "slow" class was completed.

Probable cause data gathered from literature suggested a wide variety of reasons for low achievement. Canfield (1990) suggests that low self-esteem plays an important part in low academic achievement. Canfield stated that students low self-esteem is due to not receiving enough nurturing, nor positive attention from adults. Alderman (1990) states that motivation is especially a major concern for "at risk" students. Alderman writes that students who lack motivation will commonly attribute their success or failure to four areas: not having ability, not expending enough energy, task difficulty, and luck. Alderman also states that unmotivated students may feel helpless; that is they have no control over their success or failure.

Ashton and Webb (1986) point out the importance of the teacher in

motivation of the student. They state that a teacher with a high sense of efficacy are more likely to view low achieving students as reachable, teachable and worthy of their attention and effort.

Hodgkinson (1991) details many factors contributing to low achievement, such as: poverty, single parent families, lack of after school adult supervision, child abuse and poor health and nutritional care. These factors are, however, beyond the scope of this particular study.

A final cause found in the literature is called the structural bias hypothesis. Kagan (1992) explains that traditional classroom structures, because they rely heavily on competitive task and reward structures, provide a bias in favor of the achievement and values of majority students who are generally more competitive than are minority students. In particular, Hispanic students are more cooperative than are majority students, and cooperative students achieve better in less competitive classrooms.

A summary of probable causes for the problem gathered from the site, included the following elements:

1. Students overall attitude toward school was negative.
2. Students in general had low self-esteem.
3. Students believed school was not important .
4. Students tended to lack motivation in school.
5. Department's system of rotating instructors led to unengaging instruction.

A summary of probable causes gathered from the literature included the following elements:

1. Students' self-esteem plays an important role in academic achievement.

2. Students' motivational levels are a key element in academic achievement.
3. Teachers' attitudes toward the course affects achievement.
4. Teachers' feelings of effectiveness with low level students.
5. Instruction should be appropriately structured to match the ethnic make-up of the class.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

Analysis of probable cause data suggested that low self-esteem, negative attitude toward school, an overall lack of motivation and yearly changing of instructors contributed to low achievement. In addition, research literature suggested the following probable causes: low self-esteem, lack of motivation, teacher attitude toward at - risk students, poverty, single parent families, and the need for non - competitive instruction for multi-cultured settings.

The literature search for solution strategies was organized as suggested by these probable cause data. Analysis of this data suggested the areas of learner behavior and teacher behavior should be examined. First, for the learner, the following areas were addressed: motivation, self-esteem, and overall attitude toward school. One teacher behavior area included proper instruction for at - risk students.

In the review of literature, cooperative learning emerged as a recurring solution to all of these problems. The students major problems contributing to low academic achievement were low self -esteem, lack of motivation and overall negative feelings toward school. In the area of self - esteem research indicates many positive outcomes when cooperative learning is used. Slavin (1990) notes that one of the most important aspects of a student's personality is self - esteem and researchers have found improvements in self - esteem through many cooperative learning activities. Johnson and Johnson (1991) also state "working cooperatively with peers and valuing cooperation result in greater psychological health and higher self - esteem." (Johnson & Johnson, 1992, p.175) Along the same lines the Johnson's state, "the more individuals

work cooperatively with others, the more they see themselves as worthwhile and as having value." (Johnson & Johnson, 1992, p. 175) Joyce, Weil and Sharan (1992) say that cooperation increases self - esteem not only through increased learning but through the feeling of being respected and cared for by others in the environment. Kagan (1992) states that almost all studies which compare the self - esteem of students following cooperative and traditional interaction, show significant gains favoring students in cooperative classrooms. Sharan (1990) "shared responsibility and interaction produce more positive feelings toward tasks and result in a better self image for students with achievement." (Joyce, Weil & Showers, 1992, p. 32)

Research also indicates that cooperative learning can play a major role in increasing student motivation. While a major debate exists over use of incentives there is overwhelming evidence that motivation is increased by cooperative learning. Kagan (1992) describes the impact of using group grades to motivate students, "the group grade motivates achievement among those students responsible for it." (Kagan, 1992, p.5) Kagan states that the cooperative group's social reward system will enhance individual motivation. Sharan (1990) notes that cooperative learning increases learning because it causes motivational orientation to switch from external to internal. The belief is that students will engage in learning for intrinsic satisfaction rather than due to external forces. This idea of increased motivation is also advocated by the Johnsons. Johnson and Johnson (1992) state that cooperative learning increases intrinsic motivation and therefore decreases the need for the teacher to establish or set goals for students. "The more cooperative a student's attitude the more they see themselves as being intrinsically motivated, persevering in the pursuit of clearly defined learning goals, believing that it is their own effort

that determines their school success, wanting to be good students and get good grades and thus believing that learning new ideas are important and positive." (Johnson & Johnson, 1978, p. 6)

Furthermore, for the student cooperative learning can influence attitudes toward school. In a study conducted at Wilmington High School in Wilmington, Illinois, Barbara Hansen, an English teacher, reported: "Mrs. Hansen observed that students were on - task, smiling, laughing and creating clever humorous ways to help each other remember material. Somehow, learning and enjoyment had become separated in her traditional classroom; in her cooperative classroom, learning and enjoyment are together where they belong." (Meyer, 1992, p. 223) Teachers in a Northbrook, Illinois school describe students in cooperative settings giving each other "high fives" and congratulating one another. Meyer (1993) states that in cases where cooperative learning is used students demonstrate better attitudes toward teachers and school. Kagan (1992) notes that when cooperative classrooms are compared to traditional ones, students tended to like the cooperative classes more often than the traditional ones. Along these same lines, Slavin (1990) notes that students in cooperative classes report a greater liking to school than those in a traditional setting.

The review of literature also indicates that cooperative learning enhances academic achievement. In a review of one hundred twenty - two studies on achievement, Johnson, Maruyama, Johnson, Nelson, and Skon (1981) determined that cooperation is superior to competition in promoting achievement. Furthermore the researchers found cooperative learning superior when compared to individual efforts. Slavin (1983) concluded that cooperative learning methods that use group rewards and individual accountability

consistently increase student achievement. Johnson and Johnson (1989) state that working together to achieve a common goal produces higher achievement and greater productivity than does working alone. Newmann and Thompson (1987) reported that sixty - eight percent of the comparison between the cooperative learning techniques and more conventional instruction showed superior achievement for the cooperative techniques.

Another area of literature reviewed dealt with the method of instruction deemed to be most suitable for at - risk students and also for a multi - cultural population. Review of literature once again indicated cooperative learning. Slavin (1991) states that learners with historic of learning difficulties appear to benefit most from cooperative learning. Mattingly and VanSickle (1991) created a project called Jigsaw II. In this they also found cooperative learning enhanced achievement and in this case for social studies.

In summary, research suggested that Cooperative Learning would help to resolve or alleviate many of the problems described and also enhance the achievement of the at - risk students. By creating a cooperative curriculum and classroom environment the literature suggests that student self - esteem will increase, students will become more motivated and in many cases have a more positive attitude toward school. Therefore, by creating this program and improving the aforementioned areas for the student academic achievement should increase.

Project Outcomes

The terminal objective of this problem intervention is related to the data presented in Chapter 2, the grade point averages and test scores. This data indicated that well over a majority of students in Basic U.S. History were earning grades below the C level. Probable cause data presented in Chapter 2 and the

solution strategy presented in the first part of this chapter suggested the need for improving the curriculum, and for implementation of teaching strategies to increase student self - esteem, motivation and thus increase achievement. Therefore:

> As a result of using cooperative learning instructional strategies during the eleventh grade Basic U.S. History classes achievement will increase by twenty percent per person as measured by pre and post analysis.

In order to accomplish the terminal objective, the following intermediate objectives defined the major strategic procedures proposed for problem resolution:

1) As a result of teacher planning during the summer of 1993, Basic U.S. History classes will include specific cooperative learning lesson plans to be implemented during a six week period for three days a week to improve student achievement. These lessons will include, but not be limited to, the following: jigsaws, think-pair-share, Venn diagrams, and graphic organizers.

2) As a result of teacher planning, the Basic U.S. History classes will included specific strategies to be implemented ten minutes, three times a week to create a positive classroom climate.

Proposal Solution Components

One major element of the approach used to increase academic achievement was the use of cooperative learning. This teaching method along with cooperative lesson planning designed to improve the problem setting would make more probable the sought-after solution. These elements related to the terminal objective in that they attempted to increase students achievement. Discrepancy data indicated a low achievement level,and probable cause data suggested low levels of motivation, poor self - esteem and unengaging teaching

techniques.

Chapter 4

ACTION PLAN FOR IMPLEMENTING THE SOLUTION STRATEGY

Description of Problem Resolution Activities

The action plan is designed to address two major solution components: cooperative learning curriculum development, and cooperative activities designed to improve classroom climate.

The curriculum development phase will begin in the summer of 1993. Using materials collected the curriculum will include many cooperative learning lessons designed to increase student involvement and achievement.

The activities designed to improve classroom climate include: people searches, jigsaws, class empowerment, team building activities, use of positive statements, graphic organizer, and metacognitive activities.

The implementation plan is presented below in outline form and in chronological order, allowing for the overlapping of strategies over time.

1. Provide for Cooperative Learning curriculum development.
   - A. Who: The teacher will create the curriculum.
   - B. What: The teacher will create cooperative lesson plans to improve achievement and for positive class climate.
   - C. When: This work will be done during the summer of 1993.
   - D. Where: Work will take place at teacher's home.
   - E. How: Teacher will use resources collected, as well as own expertise.
   - F. Why: The product will be used as a resource for Basic U.S. History classes for the fall of 1993 to help ensure academic achievement and positive class climate.

2. Improve Classroom Climate.

A. Who: The teacher will design a schedule for improvement of classroom climate.

B. What: The schedule will include weekly ten minute strategies composed of the following activities: people searches, jigsawing, class empowerment, group flags (mottoes etc...), team building activities, and use of positive statements.

C. When: Strategies will be implemented during the first 3 weeks of the school year.

D. Where: Second hour Basic U.S. History class.

E. How: Decisions will be made through teacher observations of class climate; frequency of strategies will vary according to teacher observations.

F. Why: Improving class climate increases student achievement.

3. Collection of Data

A. Who: The teacher

B. What: The teacher will collect base line data dealing with: student attitudes, self - esteem, and pre - test and post test of units.

C. When: First 3 weeks of school year for all data except pre- test and post test. Pre-test and post test data will be collected at the end of the units.

D. Where: Second hour Basic U.S. History class.

E. How: Teacher will administer the self made assessments.

F. Why: Data will be used to measure the effectiveness of the program created by the teacher.

4. Implementation of Cooperative Lessons

A. Who: The teacher will implement the lessons.

B. What: Specific cooperative learning lessons to include the following: graphic organizer, group projects, jigsawing, brainstorming, think-pair-share, and group incentive grading.

C. When: During the fall semester of 1993.

D. Where: Second hour Basic U.S. History class.

E. How: Teacher will make decisions concerning frequency of activities based on the teacher's judgment of student awareness of unit material.

F. Why: Cooperative Learning lessons will help students to achieve.

Method of Assessments

A variety of data collection methods will be used in order to assess the effects of the intervention. Change in students' attitudes will be measured through teacher observation and through student interviews.

The effect on student achievement will be measured by comparing pre-test and post-test scores.

Chapter 5

EVALUATION OF RESULTS AND PROCESS

Implementation History

Terminal Objective

The terminal objective of the intervention addressed the low level of achievement in Basic U. S. History. Test scores, teacher observations, and student surveys indicated that achievement levels of the eleventh grade Basic U. S. History classes were below average and a large number of students were in need of remediation.

Therefore, the terminal objective stated:

> As a result of using cooperative instructional strategies during the eleventh grade Basic U. S. History classes, achievement will increase twenty percent per person as measured by pre and post test analysis.

Pre-Assessment Activities

As noted in Chapter 2, three sources of information were gathered to understand the problem of low achievement in eleventh grade Basic U.S. History. The data collected on students' grade point averages, prior students' grades and scores on tests indicated the existence of a problem. Probable cause data, collected during the first week of the school year, on students' attitudes and self-esteem demonstrated the need for remediation.

Interventions

The development of a curriculum component to address low achievement began in the summer of 1993. The curriculum was created with two key components: cooperative lessons to improve achievement and cooperative lessons to improve classroom climate. This curriculum was designed to be implemented at the start of the second nine week grading period of the fall

semester (Appendix D). These lessons were designed to cover two units in Basic U. S. History dealing with the time period prior to the start of the American Civil War. These two units would last for a total of seven weeks.

The second hour class of twenty-four students consisted of thirteen males and eleven females. Base groups of four were created so that each group consisted of at least one "high" achieving student, as noted by first quarter grades and teacher observations. These base groups were also created so each group except one had an equal number of males and females.

One part of the action plan included weekly ten minute strategies designed to improve classroom climate. These activities were designed to be used three times a week for a period of three weeks. The basis for these strategies was that by improving classroom climate student achievement would increase. These lessons included the following activities: teambuilding activities, jigsaws, social skills lessons, metacognitive activities and class empowerment.

The first week's activities created to enhance classroom climate addressed the issue of teambuilding. The first activity was titled "Lost on the Moon" (Appendix E). Each student was given ten minutes to complete this activity on their own. Next, the students moved into their base groups to compare answers and to come to consensus about what answers would be best; this lasted for twenty minutes. Each groups scores were greatly improved as compared to the individual scores. Students were then asked to explain, individually, on a sheet of paper, why this improvement occurred. The next lesson designed to enhance teambuilding was to let each base group create a group name and a group flag. Celebrations were also used after activities. This helped to bring groups together as they enjoyed patting each other on the back. This activity helped to bond the groups and allowed for creativity in the construction of the

flag.

The second and third weeks activities concentrated on social skills. Three specific social skills were targeted for these weeks: controlling volume of talking, positive statements, and active participation by all members in the group.

The first activity was designed to teach students the importance of using six inch voices while working in cooperative groups. The twenty - four students were paired up and placed ten feet across from each other. The twelve students on the right side of the room were instructed to read a paragraph from their text loud enough so that their partner could hear them. Next they moved to five feet, and the process was repeated. Students were moved in until they could talk so that only their partner could hear them. Students were then instructed to stay with that partner to discuss why talking so only your group can hear is important. The pairs then shared their answers with the rest of the class. The following are examples of the pairs responses:

"It would be impossible to get any work done if everyone talked loud."

"We couldn't hear anything, I couldn't even read my paragraph because of the noise, but when we moved closer it got a lot better."

"We never realized how much noise we could make, there's no way to learn with that kind of noise."

Students were subsequently assigned the role of noise monitor. That week base groups were asked after each day's activities if they had used their group voices. This really helped in controlling the class noise level.

The second social skill to improve classroom climate targeted the use of positive statements. The first step of the lesson was to use Sidney Simons I am Lovable and Capable story (Appendix F). Next, in base groups students were

asked to share and record examples of how they have been put down. After five minutes each group shared with the rest of the class. Next, groups were asked to give examples of positive statements they can use to encourage others. These were then shared with the class, and a master list was hung in the classroom. Examples the students came up with were: "awesome job, that's a cool idea, right on, radical dude, etc." Students were then asked for the next week to answer two questions after each activity: What did they do well in the groups, and what could they do differently next time to help their groups. Students were assigned the role of encourager and checklists were also used to monitor the use of positive statements (Appendix G).

The third activity to enhance classroom climate targeted participation by all members. A T - chart was the main focus of this lesson (Appendix H). Groups were asked to describe what equal participation looked like and sounded like. The groups then shared their response with the rest of the class and a master T - chart was compiled and hung on the classroom wall. Students were then asked after many of the lessons to reflect upon the use of this social skill and others (Appendix I).

Academic Curriculum

The second phase of the action plan included cooperative teaching strategies designed to improve academic achievement. These lessons included the following activities: jigsaws, graphic organizers, Venn diagrams, group illustrations, letter writing, ranking, class discussions, and a class project. Two units in U. S. History were taught using cooperative strategies. These two units dealt with the time period prior to the start of the Civil War. Unit One concentrated on the growth of sections and sectionalism in America. Three sections of the country, the northeast, northwest and south were the main

focuses of the unit.

For all three of the sections of the country, a similar format was created to cooperatively teach and learn. First, Jigsaw Activities (Appendix J) were utilized, to aid student's understanding of the characteristics of these three sections in America in the 19th Century.

The second component of the lessons was to have the base groups create a drawing of the three sections of the country with at least twelve characteristics included. After completion of each drawing the groups then constructed a letter to be sent to a friend describing life in that region. The following are samples of student's responses to these activities:

> "I like to draw, and by drawing it helps me to remember."
>
> "It was fun to draw, I've never really done much drawing in history class before."

Groups then shared their drawings with the class. Teacher observations noted that student participation was increased, and students enjoyed drawing the pictures and writing the letters.

Another activity used in Unit One was the Venn Diagram (Appendix K). This activity allowed students to compare and contrast sections of the country. After completing the Venn Diagram, each group was asked to come to consensus about which section they would rank as the best place to live in and to explain why. Groups were also asked to share this with the rest of the class. Group responses demonstrated the group's ability to use higher order thinking skills. Class discussions also followed many of these activities and served two purposes: reinforcing learning and checking for understanding.

The second unit began on November 22, 1994 and was scheduled to come to conclusion on December 15, 1994. This unit covered chapters twenty and

twenty - one in the text, the causes of the American Civil War. Activities planned for this unit including the following: k - w - l, jigsaws, newspapers, 5 w model, the movie "Uncle Tom's Cabin", a class project creating an encyclopedia of the causes of the Civil War, and class discussions.

The first cooperative activity of the second unit was for each base group to complete the Know and Want to Know sections of a K - W - L (Appendix L). The groups then reported their findings to the rest of the class and a master list was completed. The learn section was completed as the unit proceeded. Teacher observations noted that students were very curious about wanting to know what caused the country to split apart and go to war for four years.

Another activity utilized in base groups was to complete jigsaw activities. These activities allowed students to share the responsibility. For example, this was implemented in learning about the abolitionist movement (Appendix M). This activity worked well as noted by teacher observations and student responses to Mrs. Potters Questions (Appendix N). To complete the lesson on the abolitionist movement the class watched a videotape on the abolitionist movement. After watching this video students were asked to discuss in base groups the impact that this video/book would have had upon northerners and southerners just prior to the Civil War. The groups then shared their ideas in a total class discussion.

In order for students to learn about the many compromises leading up to Civil War the Newspaper Model - 5 W Model was used (Appendix O). Each member of the group was assigned a compromise to read about and then complete the newspaper model. Students then shared their stories with other group members. This activity helped students to understand these important compromises and allowed them to do this in their own words.

The next activity was the creation of an encyclopedia (letters A - Z) of the people, events, and causes leading to the Civil War. Students were empowered with the responsibility of not only creating the encyclopedia, but also creating the criteria by which the class would be graded. The class decided to use the following criteria:

1. Each Encyclopedia must have at least one entry for each letter of the alphabet.
2. Each entry must have an illustration to go along with a description of the event, person or cause.
3. Encyclopedias should be colorful.
4. Descriptions / Definitions should be in complete sentences.
5. Extra credit points will be awarded for each definition over 30.

By allowing the students to determine the criteria for grading the students were more likely to achieve it, because they had ownership in the decision making process. As a result of this each group performed at a very high level on this activity.

The final cooperative activity for unit two was a group review activity. Each base group was instructed to create at least twenty questions dealing with causes of the Civil War. These questions were then compiled and used for a review game. Teacher observations noted that students enjoyed the competition of the game and were interested in not only winning, but learning the correct information.

Post Assessment Activities

To evaluate the impact of the cooperative group activities designed to improve classroom climate four measurement tools were utilized. These included the following: student responses, checklists, reflections and teacher

observations. Furthermore to assess the effectiveness of the academic curriculum a pre and post test were administered at the conclusion of each unit of study.

Analysis of Project Results

To measure the effectiveness of the team building activity, the positive statement activity and the jigsaw activity four measurement tools were utilized. These included the following: student responses, checklists, reflections and teacher observations.

The effect of the team building activity on classroom climate was evaluated by students' responses. The following are samples of these responses:

> "We did better because four heads are better than one."
>
> "Because each person participated we could pull in a lot of information and that really helped."
>
> "Not only did we do better as a group, but we also had fun doing the activity."
>
> "Before I really never knew other people in this class, but now I've made some new friends."

It was clear from the responses that the students understood they could improve by working in base groups.

The effect of postive statements on classroom climate were measured using student checklists and teacher observation. Both measurements indicated an increased frequency of the use of positive statements and a decrease in the number of put-downs.

To assess the effect of the jigsaw activity on student participation, students were asked to reflect upon this activity. The following are examples of students' reflections:

"Before I never did my work, but now three other people are counting on me to get it done. If I don't do it I'll be letting them down."

"I like these because it gives us all a chance to take part. Sometimes when I've worked in groups people try to be the boss, but with the jigsaws there are no bosses."

To measure the effectiveness of the cooperative activities used in Unit One a pre test and a post test (Appendix P) were administered. As stated earlier, the pre test was given on the first day of the unit and the post test on the final day. The results of the multiple choice and true and false questions are presented in Appendix O and summarized in Table 7.

Table 7

The Number of 11th Grade Basic U.S. History Students in Ranges Based on Correct Answers Pre and Post Test

Nov. 1, 1993 and Nov. 19, 1993

Number Correct	Pre Test	Post Test
0 - 5	4	0
6 - 10	14	0
11 - 15	6	6
16 - 20	0	14
21 - 25	0	4

N = 24

Data from table 7 and Appendix O indicate academic achievement increased for all of the students. On the pre test eighteen of the twenty - four students scored below 10 correct on the test. However on the post test none of the students tested in this category. Furthermore, on the pre test no student

scored above fifteen right, but on the post test eighteen students were in this category. Pre test scores indicate a mean score of 9. This score increased to 18.5 on the post test. The median score on the pre test was 9 with a range of 7. On the post test the median score was 18 with the range 8. Furthermore, the test score data reveals that all twenty - four students improved at least twenty percent. Along these same lines student's responses to the short answer question showed dramatic improvement. Twenty of the twenty - four students tested failed to answer this question. The four who did answer all picked the south and all four wrote that the south had slaves. On the post test all twenty - four answered the question and each described at least five characteristics of life in a region in the United States in the 1800's.

To assess the effectiveness of the activities in Unit Two, a pre and post test (Appendix R) were administered. The pre test was administered on the first day of the unit and a post test on the final day. The results of the multiple choice and true or false questions are presented in Appendix S and summarized in Table 8.

Table 8

The Number of 11th Grade Basic U.S. History Students in Ranges

Based on Correct Answers Pre and Post Test

Nov. 1, 1993 and Nov. 19, 1993

Number Correct	Pre Test	Post Test
0 - 5	0	0
6 - 10	9	0
11 - 15	13	4
16 - 20	2	3
21 - 25	0	12
26 - 30	0	4

N = 24

Analysis of Table 8 demonstrates improvement of academic achievement for Unit Two. Pre test data indicates that twenty - two of the twenty - four students answered less than sixteen answers correctly. On the post test this number decreased to four. Furthermore, on the pre test no students answered more than twenty - one correct, and on the post test sixteen student answered over twenty - one questions correctly. Further analysis indicates the mean score increased from twelve to twenty - one. The median score increased from eleven with a range of nine, to twenty - two with a range of 16. Overall, nineteen of the twenty - four tested increased by twenty percent or more.

On the essay portion of the test students demonstrated a dramatic increase. Students were asked on both pre and post tests to explain the causes of the Civil War and to give an example of an event that demonstrates each of these causes. On the pre test twelve of the twenty - four students gave the one word answer, "slavery". The other twelve failed to answer this question. On the post

test nineteen of the twenty - four students answered the question with one hundred percent correct. This clearly demonstrates improvement for a vast majority of the students. One problem did occur during the second unit and this concerned student absenteeism. During Unit One the total number of absences for the thirteen days was 17. However, during Unit Two this number increased to 32. As a result some of the group dynamics were hurt by the high number of absences. Furthermore, the number of absences undoubtedly effected overall student achievement as measured by the fact that not all students improved by at least twenty percent.

Reflections and Conclusions

The practicum reduced the discrepancy by improving the classroom climate, and increasing students' academic achievement. This was accomplished through curriculum revision done by the teacher.

An important component of the curriculum revision was the use of cooperative learning activities to improve the classroom climate. Activities such as teambuilding, jigsaws and social skills lessons helped to create an environment more conducive to learning.

Once this positive environment was created cooperative learning strategies were employed to increase academic achievement. Activities such as jigsaws, K - W - L's, and projects increased student accountability, thinking skills and ability to work with others. The cooperative groups allowed students to share, think and enjoy learning.

Moreover, by using cooperative strategies students began to take ownership and responsibility for learning rather than relying upon the teacher. Also, the teacher was able to take on the role of facilitator.

Lastly, by using heterogeneous base groups students made gains in social

skills and accepting differences of others. The improvements in the ability to interact effectively were just as important as the academic gains.

Chapter 6

DECISIONS ON THE FUTURE

The Solution Strategy

The data indicate that the academic improvement project should be continued. However, one modification of the original design is suggested. The high number of student absences is a topic that needs to be addressed. A district attendance policy is already in place, but classroom teachers need to create a system whereby absent students will be informed at home of missed assignments, so as to prevent problems for the student and other students with whom they are working cooperatively.

A major focus of the intervention was to improve classroom climate and to make students responsible for their behaviors. Students were able to effectively interact in base groups with people of different races and genders, which is an important concept to attain in our school, and in general.

Additional Applications

The cooperative teaching strategies employed in this paper could certainly be applied to many curricular areas. Social Studies classes could incorporate curriculum with English classes to create an across the curriculum program. By reading literature that applies to the time period being studied , students would begin to transfer what is learned in one class to another. An American Studies class has been proposed and this class would be an outstanding class to implement cooperative learning with the teaching of both U. S. History and American Literature.

Furthermore, more of the District's Social Studies curriculum should be developed to include cooperative learning. Social Studies teachers are in a unique situation in that they can and should create an atmosphere to discuss

important and sometime very controversial issues. By working in cooperative groups students will become more aware of others opinions and hopefully more tolerant of those who are different from them.

Dissemination of Data and Recommendations

In addition to inclusion with other social studies classes, the results of this intervention should be shared with teachers of other basic level classes. Efforts should be undertaken to establish days, perhaps during inservices, when instructors of these classes can share information, such as this intervention, that are effective in the instruction of these students. The results of this intervention suggest this plan, with one modification, would be effective for many levels of instruction.

To further disseminate the information a copy of this project will be shared with both the department head of social studies and the building principal. Hopefully, this information will then be shared with other staff and administration.

The issue of creating a system to ensure absent students receive assignments should be pursued. As of now no system exists, unless the parents of the students call. This would aid students, not only in classes where cooperative learning is used, but also in every class. Perhaps a faculty committee should be created to address this issue. This group should review literature, visit other schools and seek input from outside sources. This information should then be presented to the faculty and administration for the creation of a plan to help solve this problem.

To further assess the effectiveness of this intervention in the future, a control group should be created to be taught using a different teaching style. The results of each groups' tests should be compared to determine if academic

gains were the highest they could be.

The critical variable in the success of this, or any, improvement plan was and is the skill and commitment of the teacher. Teachers who chose to use cooperative teaching strategies should be in - serviced and then peer coaching should be used to enhance the effectiveness. Even though some teachers may resist this at first, the teacher who chose to take part will make a positive impact that will hopefully become contagious.

The practicum has confirmed, for me, the importance of cooperative learning as a critical component of the educational system. By using these teaching strategies not only does student achievement increase, but students learn the important skills of getting along and working together for a common goal.

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Appendices

Appendix A

Student Grade Point Averages

Student Number	Grade Point Averages
1	.28
2	.19
3	.048
4	.69
5	.98
6	.81
7	.68
8	.69
9	1.03
10	1.19
11	1.38
12	1.10
13	1.50
14	1.25
15	1.17
16	1.12
17	1.70
18	1.75
19	1.90
20	1.54
21	1.79
22	1.95
23	1.84
24	1.99

Appendix B

ATTITUDE SURVEY

1. My general feeling toward U.S. History is:

   a. *Like it*
   b. It's O.K.
   c. Dislike it

2. My general feeling toward homework is:

   a. Like it
   b. It's O.K.
   c. Dislike it

3. My general feeling toward reading is:

   a. Like it
   b. It's O.K.
   c. Dislike it

4. How valuable is information learned in school to the real world?

   a. valuable
   b. somewhat valuable
   c. not at all valuable

Appendix C

Questionnaire

Directions: Rank each of the following on a scale of 1 to 5 with 5 being the highest and 1 being the lowest

1. In general I enjoy school.

   1 2 3 4 5

2. I feel that I am a capable and competent student.

   1 2 3 4 5

3. I am popular with my peers.

   1 2 3 4 5

4. I feel safe when going to school at Larkin.

   1 2 3 4 5

5. I have set goals for myself for the future.

   1 2 3 4 5

Appendix D

Unit 1 & Unit 2 Outline

Unit 1

Week 1

-Prefest
-Teambuilding Activity
-Jigsaw & Graphic Organizer
-Drawing & Letter Activity
-Video Northeast / Sharing of Drawings / Class Discussion
-Metacognition

Week 2

-Social Skills Activity - 6 inch voices
-Jigsaw & Graphic Organizer (South)
-Draw South & Descriptive Letter
-Discuss South & Sharing
-Venn Diagram

Week 3

-Continue Social Skills
-Jigsaw Northwest & Graphic Organizer
-Draw Northwest & Descriptive Letter
-Ranking of Regions / Class Discussion
-Review Activity
-Post Test

Unit 2

Week 1

-Discuss Test / Class Celebration Video
-Unit 2 Pre Test
-K - W - L

Week 2

-Jigsaw Abolitionist
-Video Uncle Tom's Cabin
-Group Evaluation & Class Discussion

Week 3

-5 W's - Compromise
-Discussion of Compromises
-Empowerment
-Encyclopedia of Causes

Week 4

-Finish Encyclopedias
-Self-Evaluation
-Review Questions
-Review Game
-Post Test

Appendix E

Lost on the Moon

important.

Step 1: Individual ranking Each member of the team is to individually rank each item. Do not discuss the situation or problem until each member has finished the individual ranking. Once discussion begins do not change your individual ranking.

Step 2: Team ranking After everyone has finished the individual ranking, rank in order the 15 items *as a team.*

Box of matches	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Food concentrate	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
50 feet of nylon rope	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Parachute silk	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Portable heating unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Two .45 caliber pistols	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
One case dehydrated milk	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Two 100-pound tanks of oxygen	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Stellar map (moon's constellation)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Life raft	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Magnetic compass	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
5 gallons of water	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Signal flares	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
First-aid kit containing injection needles	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Solar-powered FM receiver-transmitter	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

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Appendix F

Loveable and Capable

(Name), age _____, woke up one school morning looking at his/her pajama top. _____ saw a giant, neon sign. It flashed on and off, IALAC. _____ knew at once this meant "I Am Lovable And Capable." _____ dressed and ran quickly to the kitchen. _____ was very excited. Before _____ could speak, _____ sister said, "You pea-brain, (rip off a corner of the sign) what did you do with my new jacket?" "Nothing," _____ said. "Man," whined _____ sister, "_____ is a jerk." (rip) "_____," said _____ unhappy mother. "You oughta know better. Why can't you use your brain (rip) once in a while. Your big brother would never do nothing so stupid." (rip) "But Mom," _____ said, "I . . . ." "Don't sass me back," said _____ mother. "You are such a smart mouth." (rip) _____ saw _____ sister smurking. "Smart mouth, smart mouth." (rip, double rip)

By the time _____ left for the school bus, one-half of IALAC was ripped. On the school bus, George Burns said _____ was an idiot (rip), cry baby and jerk (rip). _____ sister laughed each time. (triple rip)

In the first class period, Mrs. Smartzolla asked to put _____ homework problem on the board. _____ forgot a (name item) in the formula. "_____," she moaned, "how slow can you be? I've told you a thousand times." (rip)

In language arts, Mr. Thomas barked at _____ for getting the lowest score on the vocabulary quiz. (rip) He read how _____ had misspelled _____ to the whole class and said sarcastically, "I guess no one could ever accuse you of a gorgative brain." (rip) Everyone laughed. (rip)

By the end of the day, _____ went home with a very small IALAC sign. _____ was very upset.

The next day, _____ woke to find IALAC on _____ pajamas, but very small. _____ hoped that today would be better. _____ wanted to keep his/her IALAC so much.

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Appendix G

Observer's Checklist

	Group A	Group B	Group C	Group D
Desired Social Skill 1				
2				
3				
4				

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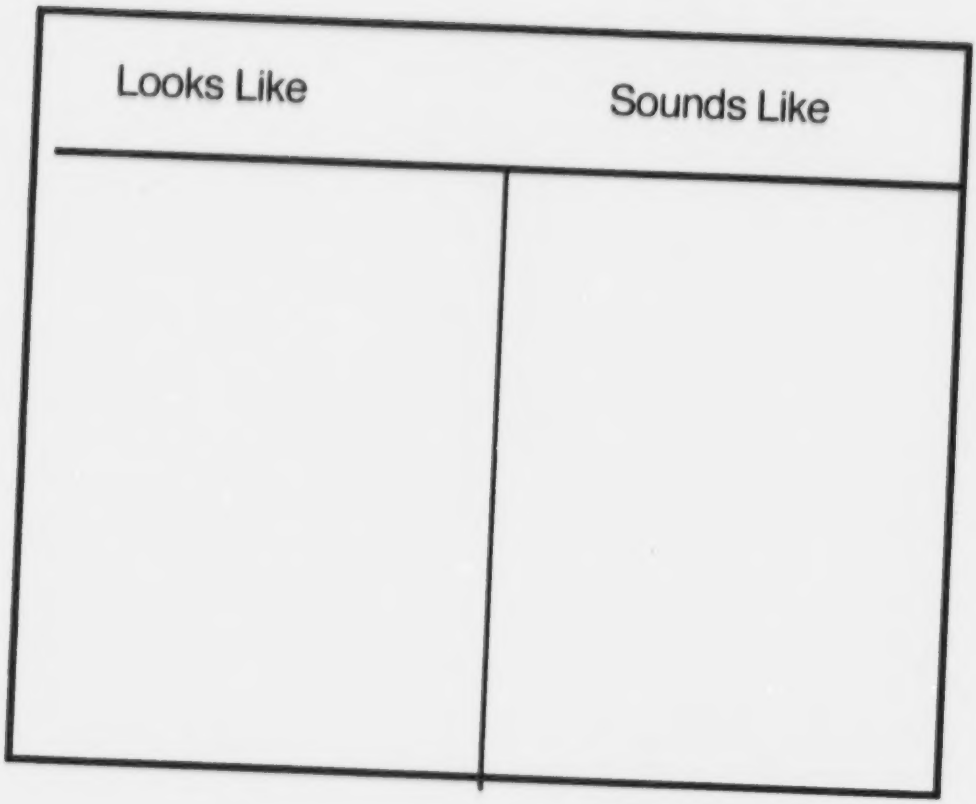
Appendix H

T-Chart



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Appendix I

Reflection Form

1. What one word would you use to describe how the group was today?

_____

2. What one word would describe the way you would like the group to be?

_____

3. Is everyone participating?
   Yes, always ____Usually____Occasionally____Rarely____No, never____
   If not, why not? _____

4. Are you(everyone in group)trying to make each other feel good?
   Yes, always____Usually____Occasionally____Rarely____No, never_____

5. Are you trying to help each other feel able to talk and say what you think?

   Yes, always____Usually____Occasionally____Rarely____No, never____

6. Are you listening to each other?
   Yes, always____Usually____Occasionally____Rarely____No, never

7. Are you showing you are listening by nodding at each other?
   Yes, always____Usually____Occasionally____Rarely____No, never____

8. Are you saying "That's Good" to each other when you like something?
   Yes, always____Usually____Occasionally____Rarely____No, never

9. Are you asking each other questions?
   Yes, always____Usually____Occasionally____Rarely____No, never

10. Are you listening and really trying to answer these questions?
    Yes, always____Usually____Occasionally____Rarely____No, never

11. Are you paying attention to each other?
    Yes, always____Usually____Occasionally____Rarely____No, never

12. Is any one person talking most of the time? Yes____ No____

Appendix J

Jigsaw Activity Unit One

Northeast

Directions:

I. Member 1: Read Section One of Chapter 16 (Text)
Member 2: Read Article "Growing up in Northeast"
Member 3: Read Article on the "Life of John Wilson"
Member 4: Read Chapter 18 Seciton Two from American

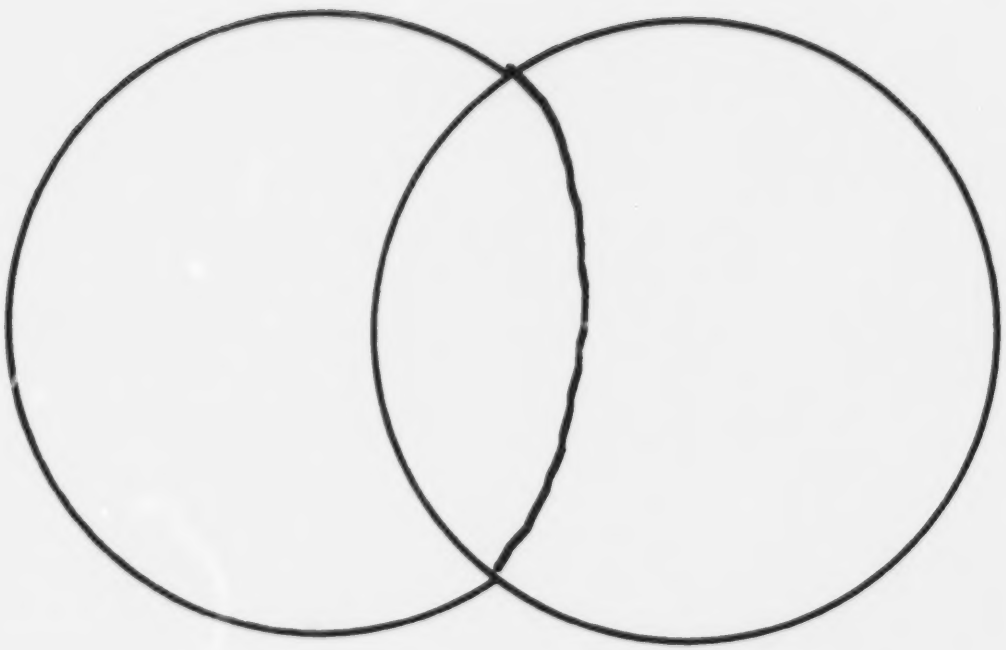
II. All One's, Two's, Three's, and Four's group together to create a graphic organizer about characteristics of life in the Northeast as described by article.

III. In base groups complete worksheet over Northeast.

Lesson Focus: Understanding characteristics of the Northeast from 1850 -1860.

Appendix K

Venn Diagram



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KWL

Thinking Skill: Predicting/Evaluating

What We **Know**	What We **Want** to Find Out	What We **Learned**

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Appendix M

Jigsaw Activity

Causes of the Civil War

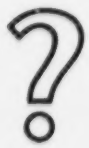
I. Directions:

Member 1: Read Section One Chapter 20 - Abolitionism
Member 2: Read Article on William Lloyd Garrison
Member 3: Read Article on Harriet Tubman
Member 4: Read Article on Fredrick Douglas

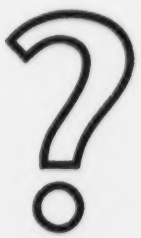
II. All One's, Two's, Three's, and Four's group together to creat graphic organizer over articles.

III. In base groups complete worksheet on the Abolitionist Movement

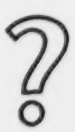
Lesson Focus: Understanding the Abolitionists Movement and people involved in it.



Mrs. Potter's Questions



1. What were you supposed to do?
2. What did you do well?
3. What would you do differently next time?
4. Do you need any help?



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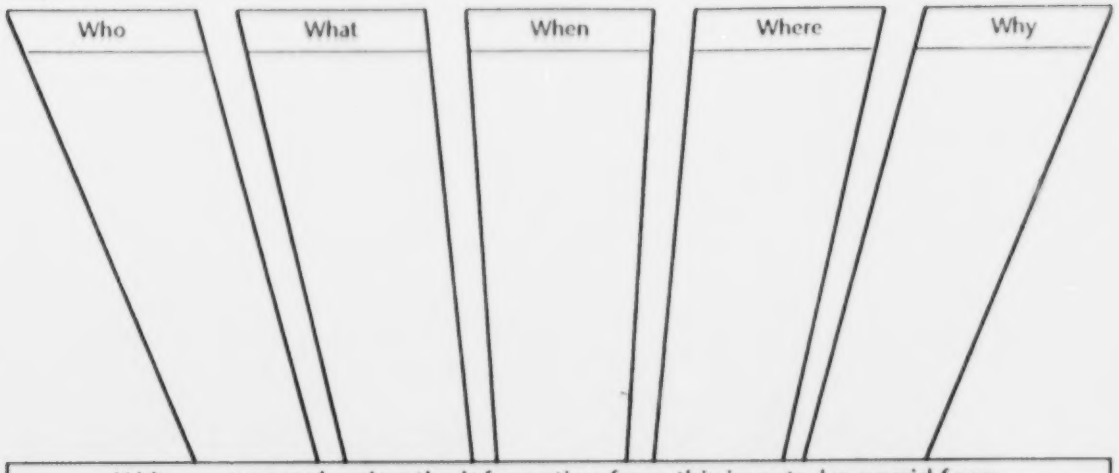
Appendix O

5 - W Model

Newspaper Model—5W Model

Topic:



Write a paragraph using the information from this inverted pyramid form.

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Appendix D

Unit 1 Test

____ 1. A feeling of loyalty to a particular region or area is called:

a. Nationalism
b. Imperialism
c. Sectionalism
d. Jingoism

____ 2. Where did urban population grow the most between 1820 - 1850?

a. Northeast
b. Southwest
c. South
d. None of these

____ 3. Soil erosion was a problem found in what region?

a. Northeast
b. Southwest
c. South
d. All of these

____ 4. The term "Lowell experiment" refers to:

a. factories in the North
b. southern plantations
c. western farms
d. eastern laboritories

____ 5. The leading crop in the south was:

a. tobacco
b. corn
c. cotton
d. wheat

____ 6. What percentage of southerners owned slaves and lived on plantation

a. 1%
b. 25%
c. 50%
d. 75%

____ 7. Most southern cities concentrated on what activity?

a. shipping
b. manufacturing
c. travel and tourism
d. trade

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___ 8. Which of the following was a major southern city between 1820-185

a. Charleston
b. Colombus
c. Tuscaloosa
d. Fort Meyers

___ 9. Who did most of the dangerous work on southern plantations?

a. slaves
b. immigrants
c. women
d. free blacks

___ 10. What was the most important line of work in the Northwest?

a. industry
b. shipping
c. farming
d. selling slaves

___ 11. The major problem with land in the Northwest was:

a. rocky soil
b. tall grass
c. no water source
d. too many trees

___ 12. An invention that helped harvest was called:

a. the Reaper
b. the Combine
c. the Grain drill
d. the Lawn mower

___13. The chief product of the Northwest was:

a. cotton
b. tobacco
c. corn
d. flour

___ 14. What city was nicknamed "Porkopolis"?

a. Chicago
b. St. Louis
c. Cincinnati
d. Minneapolis

___ 15. Northwestern cities grew quickly because of:

a. location
b. job openings
c. wealth
d. factories

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II. True or False

__ _1. At first, young women were hired to work in Northeast factories.

_ __2. By 1850 over 50% of people lived in the cities.

____3. Most southerners were wealthy plantation owners.

.. __4. People hired to make sure slaves worked were called overseers.

____5. In 1812 land could be bought for $2 an acre.

___6. About 80% of those in the Northwest farmed for a living.

____7. About 25% of those in the Northeast farmed for a living.

____8. Many workers in the Northeast worked 70 hours per week.

____9. Average pay for factory workers was between $2.50-$3.00 per week.

____10. Chicago became a major railroad city by 1850.

III. Short Answer

1. Pick one section of the country and write a short paragraph summarizing life in this region.

Appendix Q

Unit 1 Test Results

Pre & Post Test Data Scores in Number,

Percent Correct, and Percentage Improvement

Basic U.S. History 1993

Student	Pre	%	Post	%	%Improvement
1	9	36	20	80	+34
2	11	44	16	64	+20
3	5	25	17	68	+33
4	8	32	19	76	+44
5	12	48	18	72	+24
6	12	48	21	84	+36
7	7	28	20	80	+52
8	12	48	20	80	+32
9	10	40	20	80	+40
10	10	40	18	72	+32
11	11	44	23	92	+48
12	9	36	15	60	+24
13	10	40	17	68	+26
14	10	40	23	92	+52
15	9	36	18	72	+36
16	9	36	16	64	+28
17	11	44	21	84	+40
18	8	32	15	60	+28
19	6	24	15	60	+36
20	9	36	18	72	+36
21	10	40	20	80	+40
22	8	32	18	72	+40
23	8	32	16	64	+32
24	6	24	20	80	+56

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Appendix B

Unit 2 Test

1. Which of the following is not an example of a slave law?

   a. slaves cannot marry whites
   b. slaves cannot carry guns
   c. slaves cannot work over 40 hours per week
   d. slaves cannot testify in court against whites

2. Which of the following is a tactic used by a abolitionists?

   a. writing newspaper
   b. helping runaway slaves
   c. having meetings with speakers like Frederick Douglas
   d. all of these

3. The man who led a raid on Harpers Ferry was:

   a. John Brown
   b. Frederick Douglas
   c. Jefferson Davis
   d. Stephen Douglas

4. Harriet Tubman helped slaves to escape by using:

   a. popular sovereignty
   b. sectionalism
   c. the underground railroad
   d. the Emancipation Proclamation

5. In 1819, when there were 11 free and 11 slave states this demonstrated a:

   a. balance of power
   b. popular: sovereignty
   c. civil war was coming
   d. compromise was needed

6. What did the abolitionists movement accomplish?

   a. gave blacks equality
   b. freed all the slaves
   c. informed people about the evils of slavery
   d. brought the north and south together

7. The term meaning a person who suffers or is willing to die for a cause is:

   a. fugitive
   b. nativist
   c. scalawag
   d. martyr

8. In 1858, Stephen Douglas and Abraham Lincoln ran for the:

   a. Senate
   b. Presidency
   c. House of Representatives
   d. Governorship

9. The man known for as the "Great Compromise" was:

a. Stephen Douglas
b. Henry Clay
c. Frederick Douglas
d. John Brown

10. The Missouri Compromise did all of the following except:
a...Missouri became a slave state
b. Maine became a free state
c. California became a slave state
d. slavery was outlawed north of 36° 30'

11. A tougher fugitive slave law was part of what agreement?

a. compromise of 1820
b. compromise of 1850
c. great compromise
d. none of these

12. The term that means people vote to decide issues is:

a. secession
b. martyr
c. fugitive
d. popular sovereignty

13. In the Dred Scott Case, the Supreme Court rules:

a. Scott was free
b. slavery was illegal
c. Scott's master should go to jail
d. slaves can't sue in court, because they are not citizens

14. What event led to southern secession?

a. Lincoln's election as a president
b. Dred Scott's Case
c. John Brown's hanging
d. Kansas-Nebraska Act

15. What was the impact of Uncle Toms Cabin?

a. brought the country together
b. split the country apart
c. no impact - people did not read it
d. loved in the south, but hated in the north

16. The southern states formed a government called:

a. the Union of Southern states
b. the Confederate states of America
c. the Independent states
d. the Secessionist states

17. Who was the President of the south?

a. Abe Lincoln
b. Thomas Jefferson
c. Robert E. Lee
d. Jefferson Davis

18. Who was the President of the United States when the south seceded?

a. Abe Lincoln
b. James Buchanan
c. James Monroe
d. John Adams

19. The Civil War started at:

a. Fort Knox
b. Fort Henry
c. Fort Sumter
d. Fort Wagner

20. The first southern state to secede was:

a. Virginia
b. Arkansas
c. Tennessee
d. South Carolina

II. True False

_____1. Slaves main diet consisted of beef.

_____2. William Lloyd Garrison was an abolitionist

_____3. The Kansas-Nebraska Act ended slavery

_____4. Women were excluded from the abolitionists movement

_____5. Popular sovereignty worked well when it was tried in Kansas

_____6. John Brown was considered a martyr by the southern states

_____7. Many soldiers died at Fort Sumter

_____8. Abraham Lincoln wanted to abolish slavery in the south

_____9. All of the states that owned slaves seceded from the Union.

_____10. Abraham Lincoln felt that is there was to be a Civil War that the south would have to start it.

III. Essay

1. Explain 3 major causes of the Civil War. Give an example of an event that took place between 1820 - 1860 that demonstrates each one of these causes.

Appendix S

Unit 2 Test Results

Pre & Post Test Data Scores in Number,

Percent Correct, and Percentage Improvement

Basic U.S. History 1993

Student	Pre	%	Post	%	%Improvement
1	15	50	24	80	+30
2	11	36	22	73	+37
3	9	30	13	43	+13
4	14	46	23	77	+29
5	13	43	24	80	+37
6	12	40	14	47	+7
7	16	53	18	60	+7
8	10	33	20	67	+34
9	9	30	25	82	+52
10	9	30	15	50	+20
11	11	36	12	40	+4
12	15	50	20	67	+17
13	12	40	26	86	+46
14	8	27	16	53	+26
15	12	40	26	86	+46
16	9	30	21	70	+40
17	17	56	22	73	+17
18	14	47	22	73	+26
19	10	33	27	90	+57
20	15	50	23	77	+27
21	10	33	28	93	+60
22	14	47	25	82	+35
23	15	50	25	82	+32
24	9	30	22	73	+43